

# TIKI<sup>2</sup>

A **KAVOD** Campaign



**TEACHER'S  
HANDBOOK**

GIRLS' VERSION

*L'lui Nishmas*  
 מרדכי בן יצחק, *Murray Niedober z"l*  
 and  
 בלימא מלכה בת אליעזר, *Marilyn Niedober a"h*,  
 Holocaust survivors who retained their Jewish values.  
*Dedicated by their children, grandchildren,  
 and great-grandchildren*

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## Theme Song LYRICS

**TIKI SONG**

I'm Tiki the backpack, come and hear my call,  
 This time we'll show you, the value of us all  
 No more crying, no more sighing, respect her or him  
 We are all created B'tzelem Elokim.

Oh spin with me, your friend Tiki  
 with a somersault, of harmony  
 a helping hand I want to lend  
 and show you how to be a better friend

Tiki's back, I'm here for you  
 With my challengeator I'll have a view  
 I give a call, to far and wide  
 As I help you find the tools I keep inside

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## OVERVIEW

### Dear Teacher,

Welcome to the TIKI 2 *Kavod* Campaign\*, an anti-bullying recess initiative geared for students in grades 2-5. With six exciting lessons to be taught on a weekly basis, along with engaging audio and visual components, **this program enables students to acquire the tools of self-respect and respect for others, as indicated by its slogan, “We Keep *Kavod* Here!”**

The class listens to a CD depicting scenarios with common *bein adam lachaveiro* challenges, and each time, **TIKI** (“*Hatik Sheli*”), a cute, friendly ‘backpack,’ arrives on the scene, providing tools and encouragement to enable the children to make the right decisions.

These valuable lessons are reinforced with teaching material, activities, and motivational wisdom cards.

Ultimately, the helpful **T**ools **I** Keep **I**nside that are gained through this program enable the girls to create a true culture of caring in the classroom and beyond.

#### Topics that are covered in this program include:

- A. Avoiding making big deals about small things
- B. Knowing the difference between tattling and telling an adult
- C. Treating others as one wants to be treated
- D. Behaving properly when witnessing bullying
- E. Avoiding exclusion
- F. Appreciating one’s own self-worth and the value of others

#### In addition to this Teacher’s Handbook, you should have received the following:

- **TIKI DVD** - to introduce and end the program
- **TIKI Program CD** - which plays the weekly scenarios and TIKI theme song
- **TIKI Wisdom Cards** - for each of your students
- **TIKI Keychain for Wisdom Cards** - for each of your students
- **TIKI Poster** - to hang in the classroom
- **TIKI Song Sheet** - to copy for students
- **“Make It Personal” Cards** - for each of your students

Students who’ve learned this program have been enamored by TIKI and the true-to-life scenarios depicted in each lesson. We look forward to sharing much *nachas* with you, as TIKI shares his messages with *your* students, and they learn to live what they learn!

### We are happy to help in any way we can!

For questions or assistance, we can be reached at 732-905-9909 ext 132.

Sincerely,  
**THE TIKI TEAM**

*\*Although the TIKI 2 Kavod Campaign is the second in a series, it can be done independently.*

## OVERVIEW

Once you have shown the DVD and introduced the adorable TIKI mascot to your class, and the girls are ready to grow together in their *bein adam lachaveiro* in a fun way, you are ready to begin.

#### Monday:

Play the **TIKI Scenario of the Week**. (A summary of each scenario has also been provided for your convenience.) Our experience shows that the best time to present these lessons is right before recess, as it enables the students to enter the most socially challenging time of the day with the proper tools and mindset.

- After the scenario is played aloud, conduct a **classroom discussion** with the provided questions and Torah thoughts, to ensure that its message has been properly understood.

#### Tuesday:

The class can enjoy a special **activity** that has been provided to reinforce the lesson of each week.

#### Wednesday:

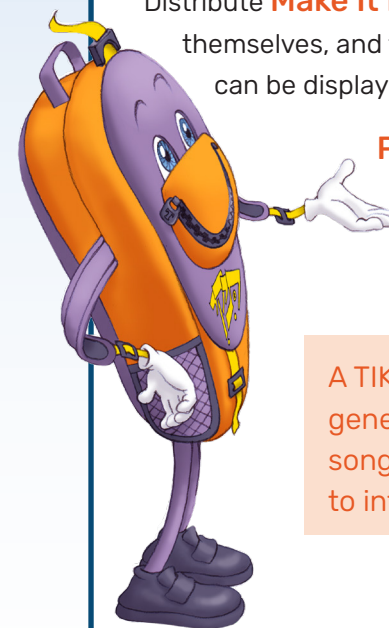
Distribute the **TIKI Wisdom Cards**, designed to serve as a reminder of the KAVOD lesson learned that week. Each card has a special quote and strategy to help students demonstrate respect for themselves and others, and you can review them with your class. The cards should be hung on the **TIKI keychains** provided.

#### Thursday:

Distribute **Make It Personal Cards**, designed to encourage students to apply the lessons to themselves, and to convert the inspiration into action. Once the girls have filled out their cards, they can be displayed on a bulletin board or shared aloud with the class.

**PLEASE NOTE:** We have structured the program to be implemented on a daily basis for maximum success. However, the daily activities can be merged or skipped to accommodate time/schedule constraints.

A **TIKI theme song CD** and a **TIKI poster** have been provided to help generate a TIKI *ruach* throughout the class/school. You can play the song before recess to remind the students how TIKI has taught them to interact with one another.





# LESSON 1: ZOOMING IN ON THE PROBLEM



## GOAL:

Students will learn to put things into perspective and avoid making big deals about small problems. They will thereby develop greater self-control, as well as sensitivity toward others' feelings (i.e., if others had been the cause of the minor issue).

## MONDAY

### PLAY TIKI SCENARIO #1: "WHAT A MESS!"

#### SUMMARY OF SCENARIO:

Chaya is quite irritated when Yocheved accidentally spills juice on her shirt. She immediately berates Yocheved and blames her for always being such a klutz. Yocheved, in turn, apologizes and insists it was an accident, but Chaya continues to yell at her. Just then, TIKI arrives on the scene! He pulls out his "Ultra Zoom-o-Rator" that allows Chaya to zoom in on the problem of the wet shirt and see it as something very big, and then to slowly zoom out and see how small the problem truly is. Chaya learns to "put things in perspective," as her wet shirt is such a minor problem compared to so many bigger problems that a person might experience. She also learns that each person has value and deserves respect; nobody deserves to be yelled at and blamed for a minor mistake he/she made.

#### WISDOM: "I HAVE VALUE!"

I can take care of some things by myself.

### DISCUSSION QUESTIONS AND ANSWERS:

#### 1. What did the "Ultra Zoom-o-Rator" teach Chaya?

It taught her to recognize that a problem which one thinks is so major is often not really such a big deal after all, if she can just step back and look at the big picture. There are so many worse problems *c"v* that could happen and *b"H* did not, so why make such a fuss about something small?!

#### 2. What are two things we should ask ourselves when someone does something that makes us upset?

a) Was this act done to us on purpose? b) Even if I am upset now, is this really such a big deal?

#### 3. Is there a difference between the way we feel when someone does something to us on purpose vs. when it's done by mistake?

Yes. If it was on purpose, we not only have to deal with the thing that happened, but our feelings are hurt as well, whereas if it was a mistake, our feelings are usually not hurt, as it wasn't personal.

#### 4. How does putting things into perspective make it easier for us to treat others with respect?

If we develop this attitude of not making big deals over small mishaps, we won't be so quick to anger and blame others when things go wrong. This will enable us to treat others with the respect that they deserve (while also enabling us to maintain our own self-respect, as we avoid inappropriate emotional outbursts).

## TUESDAY

### ACTIVITY:

Begin with a brief review of yesterday's lesson.

-Have students roll up a paper and hold it up to an eye like a telescope. On the board, write the first situation from the list below.

- Someone knocks your binder to the floor.
- Someone knocks you down in the gym, your knee hurts a bit, but there's no real injury.
- Someone goes ahead of you at the water fountain.
- Someone is swinging a stick at you in the yard.

### Answers

- Not a huge deal - if it was a mistake, deal with it on your own.
- If on purpose, tell adult - if by mistake, deal with it on your own.
- Not a huge deal - you can deal with it on your own, unless it was purposely meant to offend you
- Tell an adult.

Tell students to use their "Ultra-Zoom-o-Rator" to look at the situation listed and rate it in their minds from 1-5, with 5 being the worst, and 1 being no big deal.

Any item that is 4-5 will need the help of an adult, whereas a 1-3 can usually be dealt with on one's own.

-Be sure to mention that anything either **dangerous**, **done on purpose**, or **really big** should automatically get a "5" and be dealt with by an adult. It is *not loshon hora* to talk about that person to someone who can help you; on the contrary, *it is a mitzvah*.

-Tell the students that when you say "Zoom-o-Rate," they should raise the number of fingers corresponding to their rating.

-Discuss each situation briefly. You may be able to show how we can really downplay many of them.

-Then erase the one listed and write the next one. "Zoom" and discuss.

## WEDNESDAY

### TIKI WISDOM CARD:

Discuss with the class the quote and strategy written on the card.

## THURSDAY

### MAKE IT PERSONAL CARD:



## TORAH THOUGHT

In *Mishlei*, *Shlomo Hamelech* teaches us: "דאָאָה בלֵב אִישׁ יִשְׁחַקָּה" (יב:כה) – worry in a person's heart should be suppressed.

The *Gemara* provides two interpretations to this *passuk*, each one teaching us a way of how to rid ourselves of troubling feelings that weigh on our hearts. "ישחנה" (read with a *sin*, not a *shin*) means "to discuss."

According to this understanding, *Shomo Hamelech* is telling us ישחנה לאחרים - a person should **speak to someone else** about the worry in his heart, in order to alleviate the worry.

Another explanation is, ישחנה מדעתו - a person should **try on his own to uproot** the troubling feelings from his heart. A person is often able to help himself, without anyone else having to be involved, by coming to his own realization that his problem is not so difficult after all!

